Aspris

Progress School

SEND Local Offer

Connect Discover Grow Thrive

The kinds of SEN we support at Progress School.

Progress School is a day school that provides education and support for up to fourteen pupils aged between seven and nineteen years old

The majority of our pupils have a diagnosis of autism alongside additional highly complex needs such as cognitive difficulties or communication needs.
Many of our pupils have not accessed education for a long time and as such, our bespoke approach with a high level of support allows our pupils to access education at their starting points

Identifying pupils with SEN and assessing their needs.

All of our pupils have a Education, Health and Care Plan (EHCP) This document is prepared by the young person's Local Authority.

Each referral is given careful consideration to determine whether the school can fully meet the needs of the pupil. We will meet family members, visit settings, read documentation before a commitment is made.

Prospective pupils and their families are invited to visit Progress school to ensure that we are a good match

Progress School is committed to:

Providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;

Providing equal access to a broad and balanced curriculum which:

• meets statutory requirements;

• reflects the cultural diversity of society;

• meets the needs of all pupils and students;

• develops skills for independence and a pathway for an active role in society

• enables parents/carers to play a full part in the education of their children and young people.

Aims
All pupils will receive the provision (that the school is obliged to provide) set out in their Education Health and Care Plan.
The school will:

- Identify and respond to the changing needs of pupils ensuring they are able to further develop their potential as individuals

- Provide opportunities for all pupils to learn and achieve

- Encourage pupils to enjoy the social interaction of coming to school

- Promote an atmosphere and ethos that encourages pupils' spiritual, moral, social, physical and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

- Provide opportunities for pupils to access the local community and facilities

- Encourage the pupils to be responsible and caring members of the wider community

- Promote self-esteem by recognising and celebrating the achievement of individual pupils

- Promote the ability to respect other people's points of view regardless of race, gender, religion, sexuality or ability

- Promote, where appropriate, the inclusion of pupils within and outside school, ensuring that such inclusion is in accord with parental wishes and is of benefit to the pupil

- Promote and encourage the involvement of parents and carers in all aspects of school life by welcoming them into school and helping them add to the positive and friendly atmosphere of the school

- Provide the community with opportunities to value our pupils as individuals and recognise their contribution to society. Work with a multidisciplinary team to meet the individual needs of each pupil.

Objectives

These aims will be achieved by:

- Providing all staff with up to date and relevant information on the needs of pupils, regular opportunities to discuss pupils' needs and professional development opportunities to expand their SEND pedagogy

- Providing a structure within which information on pupils can be collected, provided and processed systematically and within which decisions are promptly acted upon.

Assessment

At Progress School assessment is an integral part of teaching and learning. It provides a framework for setting clear learning objectives and effectively identifying, monitoring and communicating pupils' progress and achievement. Through the assessment process teachers gain a clear understanding of each pupil's knowledge, skills and understanding enabling them to set challenging and rigorous learning targets, identify areas for further development and strengthen learning across the curriculum. On arrival to school all our new pupils join our Connect pathway – where a range of assessments are completed by educational and therapeutic staff. These assessments then directly inform our pathway assignment, target setting and strategy.



Accurate formative assessment and longitudinal analysis of pupil progress and achievement year on year provides a basis for the identification of aspirational targets uniquely tailored to each pupil .
The personalisation of targets for individual pupils however remains essential and involves a range of considerations such as the pupil's previous rate of progress, the involvement of both pupils and subject staff in determining the appropriate degree of challenge and a significant emphasis on personal and social development and progression.
Pupils progress and achievement is shared and celebrated with parents/carers and the school community through a variety of forums including Annual report, LAC review and PEP, weekly reports, The school newsletter, Show Progress and Wow certificates

Annual Review

All pupils attending the school have an Education, Health and Care Plan. These are reviewed annually in a joint meeting with parents, the School and other professional agencies.
At the annual review the outcomes set for the previous year are reviewed together with the young person's progress. The EHC is then updated and new targets set for the coming year. The review is conducted in accordance with the guidance set out in the SEN Code of Practice (last update May 2015). Longer-term goals will be discussed and agreed at the annual review for the coming year. Careful preparation is made for pupils at key transition points and a transition plan is formulated. This process also happens in our post 16 provision.

Curriculum

The school curriculum is designed to meet the unique individual needs of each pupil and student. Each pupil is taught according to his or her age, ability and special educational needs. All pupils/ students receive a broad and balanced curriculum, which includes the National Curriculum . Attainment for pupils in Key Stages 4 and 5 is accredited through appropriate national accreditation.
Our college Curriculum has a different emphasis and is increasingly focused upon preparation for the opportunities, responsibilities and experiences of life. Students also have the opportunity to experience work experience and college links, determined through an assessment of individual need and ability.

Quality Assurance

Progress School's Quality Assurance (QA) cycle articulates key processes and protocols which have been agreed, documented and disseminated. The cycle reflects and underpins all aspects of monitoring, evaluation and review ensuring an on-going process of continuous improvement. Evaluative outcomes are systematically identified and effectively inform all aspects of school self-evaluation and improvement promoting well-considered innovation with a clear focus on pupil learning and success.

Multi agency support

Progress School benefits from a range of support services within the school including a Speech and Language Therapist, and a Sensory Occupational Therapist. The school also provides a bespoke Careers offer based around the abilities and aspirations of our students and work with a specialist company.

Parents & Carers

Progress School recognises and values the support given by parents and carers to the school. The school works in partnership with parents and carers keeping them fully informed of their child's progress and the life of the school. Parents/carers are encouraged to attend the Annual Review/EHC planning meeting where their views and aims for their children's future education are welcomed and valued.

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